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The First Book, Song and Story for Little Children. Edited by E. E. SPEIGHT, B.A., AND CLARA L. THOMSON. The Norland Press. Shaldon, South Devon, England. Pp. 223.

At last we have found "something new under the sun"—a first reader which begins with something worth reading and maintains that standard throughout the book. There is not one page of mere device for teaching words, regardless of content.

The First Book, edited by E. E. Speight and Clara L. Thomson, is an English publication of the Norland Press. "It is," as the preface states, "the outcome of an idea which is in the air—the idea that the endless scroll of beautiful and wonderful stories which research in folklore is steadily unfolding is not only a matter of interest to students of psychology and anthropology, but one of great moment in the education of little children. Ardent collectors in all parts of the world are providing a rich heritage for the children of today and tomorrow, to take the place of the old-fashioned reading-books with their undesirable subject-matter and impossible manner of writing."

All of us who have plowed through the drift of primers and first readers which have threatened to bury the best educational ideals of what children's reading should be, look upon this new attempt with delight. Those of us who have had our hopes of rich material raised high by the attractive binding, beautiful printing, enchanting pictures, only to be dashed to earth by the inane content, and who have felt that this sugar-coated mockery was not only an indignity to rational children but a serious pedagogic evil, welcome with heartfelt gratitude this honest attempt to make a book for very little children which should be rich in the best literary material.

Here we have the good printing, beautiful pictures, plus real content. The plan of the book, too, shows that technical difficulties have been considered, and children's ability has been measured so that we find much repetition of words and phrases and an orderly gradation in the difficulties of reading. That this arrangement is not entirely for the sake of learning words adds to its interest. The editors say, "The stress is laid on the idea of order, for from the simplest rhymes, such as 'Graufa Grig' or 'Doodle, doodle, doo,' to elaborate stories like 'Cinderella' or 'Hine Moa,' there is for each variant only one proper sequence of events and one right choice of words and phrases, which must be strictly observed, and insistence upon this observance is good training for little minds."

Part II is unique in its attempt to "re-introduce the singing of folksongs into our homes." We hope it may give children a basis of merry melody which will direct their taste into such lines that afterward they may be able to distinguish between real song and the rubbish which so often passes for music in this country.

When the World Was Young. By ELIZABETH V. BROWN, Supervisor of Primary Schools, Washington, D. C. New York and Chicago: Globe School Book Publishing Co. Pp. 160.

When the World Was Young is another sign that times are changing and that content is beginning to be considered in the making of a reader.

The general idea of this reader may be gotten from some selections from the